

**Strand:** Measurement  
**School:** McCrimmon

**Grade:** 6

Lesson Goal	Students have difficulty understanding the difference between area and perimeter and the relationship between the two measurements
Curriculum Expectations	<ul style="list-style-type: none"> <li>- Construct a rectangle, a square, a triangle, and a parallelogram using a variety of tools given the area and/or perimeter</li> <li>- Solve problems involving the estimation and calculation of the areas of triangles and the areas of parallelograms</li> </ul>
Big Idea(s)	<ul style="list-style-type: none"> <li>- measurement relationships</li> <li>- The same object can be described by using different measurements</li> </ul>

3 Part Lesson Plan		Materials
Getting Started (Minds On...)		
Instructional Grouping: Whole Class <ul style="list-style-type: none"> <li>- A square is drawn on the board, the teacher asks students to describe the shape using as much math vocabulary as possible. The teacher records responses on chart paper or black board.</li> </ul>		
Working On It (Action!)		
Instructional Grouping: Pairs <ul style="list-style-type: none"> <li>- Students are given a parallel task:</li> <li>- Option 1: A shape has an area of 24 square units. What could its length and width be? Come up with as many different lengths and widths as you can.</li> <li>- Option 2: A shape has an area of 48 square units. What could its length and width be? Come up with as many different lengths and widths as you can.</li> <li>- Responses are recorded on chart paper.</li> </ul>		<ul style="list-style-type: none"> <li>- Half chart papers</li> <li>- Markers</li> <li>- Coloured tiles</li> <li>- Grid paper</li> <li>- Rulers</li> <li>- Cube-a-links</li> </ul>
Reflecting and Connecting (Consolidate/Debrief)		
Debrief Strategy: Math Congress <ul style="list-style-type: none"> <li>- Students share their strategies and observations.</li> <li>- Teacher asks guiding questions such as: What patterns were noticed? What changed/did not change? What type of shape had a maximum/minimum perimeter? Could anyone make a square – why not?</li> </ul>		
Follow-up		
None given.		